

Middle School Initiative

**PART I
COVER SHEET**

CAP 6 SEMESTER 2 WEEK 4

COURSE: General Ira C. Eaker Award

LESSON TITLE: Review of Outlining for Writing Assignment

LENGTH OF LESSON: 50 Minutes

METHOD: Informal Lecture

REFERENCE(S): AFH 33-337, *Tongue and Quill*, Pages 9-70, 30 Jun 97

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

1. Handout 1 - Self-Help Test
2. Handout 2 - Simpler Words and Phrases
3. Overhead projector
4. Transparencies

COGNITIVE OBJECTIVE: N/A

COGNITIVE SAMPLES OF BEHAVIOR: N/A

AFFECTIVE OBJECTIVE: The objective of this review is for each cadet to know the basics of writing a essay.

AFFECTIVE SAMPLES OF BEHAVIOR: Each cadet will write a 500-700 word essay.

Middle School Initiative**PART II
TEACHING PLAN****Introduction**

ATTENTION: For the second part of the review of writing and giving a speech, we will review writing an essay. The topic is the same as your speech; however, writing for an essay is very different from writing for a speech. The topic is "How my leadership 'style' has changed and developed since receiving the Mitchell Award."

MOTIVATION: This should not be a new experience for you. We are covering the material that you learned in Achievement 8. The outline of a written essay or speech is the ideal way to make sure you cover all the information in an orderly fashion. I am sure that you will find that you can use this technique in many applications throughout your career.

OVERVIEW: An outline for a written paper or a speech is an excellent way to ensure that all information is covered in an orderly fashion.

TRANSITION: Shall we begin?

Body

MP 1 The first thing you must do when preparing an essay is to ask yourself three important questions: Why am I writing it? Who will read it? What reaction do I want my reader to have? When you have found answers to these three questions, the writing task has just begun. The next step in planning to write is to decide upon and limit your subject area. There are times, of course, that the subject area will be decided for you, as in this case, but this does not relieve you of the responsibility for limiting the subject area to a size that you can manage.

TRANSPARENCY EA3.1.1 - Planning to Write

Here are the things you must accomplish in the **planning to write**:

1. Ask yourself why you are writing.
2. Ask yourself who will read your material.
3. Ask yourself what reaction you want your reader to have.
4. Decide upon a subject area.

5. Limit the subject area.

MP 2 TRANSPARENCY EA3.1.2 - Features of Organizing to Write

There are many features of organizing to write that cannot be treated in a lesson plan of this type. This is because these features of organizing to write are highly individualized operations. Some of these operations are as follows:

1. Selecting the source materials for your research.
2. Conducting the research.
3. Taking notes and using note cards.
4. Compiling a bibliography.

You can see that to cover those subject areas, this lesson plan would have to be one on "library use" and "how to study."

TRANSPARENCY EA3.1.3 - Three Necessary Operations

There are, however, three operations that are necessary in organizing to write that can be included. The three operations are these:

1. Listing ideas relative to your subject.
2. Grouping ideas under specific headings.
3. Selecting a pattern of presentation.

MP 3 After we discuss each of these operations briefly, I will give you an opportunity to apply them all. Let's begin with "listing ideas relative to your subject."

TRANSPARENCY EA3.1.4 - Writing Assignment

Now, without any thought of arranging the ideas in a sequence, list several ideas relative to your subject as they come to mind. **Do not** evaluate them for appropriateness at this time. That comes later.

(Instructor's Note: Allow a few minutes for the cadets to complete the exercise.)

MP 4 Before going on, go back and eliminate any of the ideas that do not seem appropriate or will not contribute to the development of your writing assignment. Do this by lining through the items you want to throw out. The important thing is to list each and every idea as it comes to mind. Don't omit a single one. You can be selective later.

If you have evaluated your list of ideas and lined through the inappropriate items, now is the time to "group ideas under specific headings," the second point in our three-point operation. Which of the ideas do you consider more logical as major headings for the writing assignment? It will not be this easy to arrive at valid major headings for all of your writing assignments.

MP 5 Let's go on now with the "grouping of ideas under specific headings." Go back to your original list of ideas, and transfer them to their appropriate headings on back of your list. If you derive any minor headings that you think are appropriate, then do so. (Give the cadets a few minutes to complete the task.)

Please note that subordinate headings make the task of grouping the ideas much easier. Go on now to the last part of this three-point operation.

MP 6 After you have derived all of the ideas that you can, and after you have listed the appropriate ideas under major and subordinate headings, the time has come to select a pattern of presentation.

TRANSPARENCY EA3.1.5- Patterns of Presentation

There are four **patterns of presentation** commonly used. There are other patterns, but these are the most common:

1. Topical or enumeration.
2. Reason or problem solution.
3. Time.
4. Space.

I will describe each of these patterns. After I have done so, I want you to select the pattern you would use for the writing assignment.

TRANSPARENCY EA3.1.6 - Topical or Enumeration

1. Topical or enumeration: This pattern consists of a general statement followed by a list of details, examples, quantities, or specifications. All of the support material is arranged in the sequence that provides for the most logical transition from one part to the next.

TRANSPARENCY EA3.1.7 - Reason or Problem Solution

2. Reason or problem solution: This is the pattern in which you advance an idea or in which you support a position. The logic of your position is presented along with various forms of support material such as facts or statistics.

TRANSPARENCY EA3.1.8 - Time

3. Time: In this pattern, there is a chronological flow of events or details from one point in time to another.

TRANSPARENCY EA3.1.9 - Space

4. Space: People, places, things, or events are described through the use of this pattern. To use this pattern, you start at some logical part, point, or position in the thing or event, and you proceed systematically until it is described.

TRANSPARENCY EA3.1.10- Choosing a Pattern of Presentation

1. Topical or enumeration.
2. Reason or problem solution.
3. Time.
4. Space.

You probably chose number one, but would all be suitable.

Instructor's Note: Distribute Handout 1 for the cadets' use to evaluate the areas where they may need additional study, help, or information. Reminder: the written portion of the assignment is due on Week 8 (in four weeks) of this semester.

As time permits, assist cadets as needed in writing and formatting their essays after the correcting of Handout 1. Distribute Handout 2 for the cadets to use as they write their essays.

Conclusion

SUMMARY: We have covered the how to planning to write, organizing the material, and the patterns of presentation for our writing assignment. Then we began to write your essays.

REMOTIVATION: We have learned that this is an excellent way to ensure that your essay is clear, concise, and flows in a logical way. Organizing your material is the best way that makes sure you have included all of your information.

CLOSURE: By organizing your material for writing your essay, you have seen how all the steps in preparing to write fit together. Next week we will begin to write the essays.

Middle School Initiative

**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this review was for each cadet to know the basics of writing a essay.

LESSON QUESTIONS: None